

FAQ: Aligning for Student Success

Integrated Guidance for Six ODE
Initiatives

June 2022



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COMMUNITY ENGAGEMENT

Who are my focal student groups?

This is essential to get clear about quickly. Your ESD SIA Liaison could be a helpful starting point. Your schools and district report card, At-A-Glance and accountability details pages will be very helpful. In addition, you might also want to look at your district student information system and ask school principals and counselors for insights.

If you're new to the district, reviewing the previous Student Investment Account application summary and reflection for community engagement efforts will also prove insightful. In addition, this is a great opportunity to learn about community-based organizations in your area and make connections with leaders/staff there.

Finally, (depending on district size) you'll want to engage other leaders in your district that might have insight on each focal group. This could include Title programs, special education, migrant ed, McKinney Vento, and more.

It is important to consider the safety needs for some of your focal groups including, but not limited to your LGBTQ2SIA+ students. If any of your high school counselors or teachers have existing advocacy groups or relationships with students it may be possible to conduct empathy interviews or focal group sessions, but this must be thought through with care. While engagement is important you need to approach it without creating conditions that identify students that prefer to have their identity in a group unknown.

When is the rubric coming out for the scoring of applications, specifically connected to community engagement?

There is not a rubric for scoring applications. The applications are reviewed as they meet or do not meet application requirements. A resource that fully finalizes what is required in the application ([Section Four](#) is a close-to-final preview) and helps name what meets requirements will be provided in late fall 2022.

For now, the focus is to prepare for community engagement in the fall. Make sure you check the integrated guidance which explains the community engagement process and artifacts that

are required. Please use the equity lens and integrated guidance which lists potential community partners to include in the process. Please include all focal student/family groups and local/regional community partners. Check [Appendix A](#) in the IG for the Community engagement toolkit. Also, reflect on past community engagement efforts.

What is the reporting format going to be for engaging focal groups and families?

The application is previewed in [Section Four](#) on pages 58-59. You will provide a brief narrative describing your efforts, attesting to which focal groups and community partners were engaged and how they were engaged, and then uploading artifacts that showcase your engagement efforts.

What are best practices on how to roll out the plan within the districts?

Start with revisiting the membership of your community. Since community includes students, their families, staff and other educational or business community members your approach will likely need to be multifaceted. Is it possible to share information with school leadership and department heads, with an expectation that they in turn share information at their respective sites and teams? Consider posting visual representation of your emerging priorities and offer students an opportunity to learn about the district planning work. Circle back to the community groups and organizations that have played a role in offering input, and visit them in the spaces they meet to continue to share the progress of the team, offering continuing opportunities to weigh in.

What are best practices for engaging with our focal groups (students and families)?

[Appendix A](#) of the Integrated Guidance includes the Community Engagement toolkit which has information on best practices and suggestions for engaging with focal group students and families. In addition we are working on supplemental guidance on how to safely and authentically engage with at-risk and vulnerable populations.

What if we only have one student from a particular focal group? Do we still need to engage with that student?

Every effort should be made to engage with each focal student group even if there is only one or a small number of individuals in that group. This is to determine what is working well for each and every focal group and what needs are emerging. Authentic meaningful engagement works best through trusting relationships. Consider asking a teacher, mentor, or coach that has a trusted relationship with the student to engage authentically in dialogue about how things are going for them at school, from academics to their mental health and sense of belonging. Students should be made aware of how the information will be used at the outset of the engagement in order to self-determine what information they feel safe sharing. This staff member can ask the student if they'd like to share their responses in person or through another avenue (trusting the teacher to advocate on their behalf, a written opportunity, phone call, etc.).

I'm confused about how we engage with community partners we haven't normally engaged with for the integration of Perkins, such as CTE Regional Coordinators, Administrators and Educators from postsecondary institutions, local workforce development board representatives and those representing labor market needs. How does this work?

Your CTE Regional Coordinator is an important contact for you in this integration. Keep in mind that most Perkins applications are submitted as consortia, by the CTE Regional Coordinator. But regardless, all districts will need to engage around all six programs through the integrated process.

The CTE Regional Coordinator should be brought into your planning process. They are a useful liaison who has relationships with postsecondary institutions, local workforce development boards and business and industry partners throughout the region. Additionally, the CTE Regional Coordinator will be able to provide regional employment and workforce trends. School districts can use this regional engagement and information to meet the requirements to engage with workforce and community colleges.

In turn, the CTE Regional Coordinators will be eager to hear about what you've learned through your community engagement efforts. This information sharing will support both you and them in submitting either the Integrated Application (and specifically for high school or CTE

focused priorities, strategies or activities elevated in your plan) and the Consortium Perkins application.

Does community engagement look any different for students returning from YCEP/JDEP?

Not all formerly incarcerated or detained students return directly from JDEP/YCEP, some students are placed into a residential program, such as St. Mary's Home for the Boys or Children's Farm Home, before returning to a community K-12 school. Engagement with formerly incarcerated or detained students participating might best be conducted by a trusted individual such as a counselor, mentor or teacher. The intent of engagement with students is to ascertain what has worked or not worked in their schooling experiences and to learn what improvements can be made to better support students in meeting their academic, mental and social-emotional needs. A conversation with an individual student or small group of students in an empathy interview format is one consideration. Additionally, phone calls or conferences with parents or guardians might be another. Additional community members associated and interested in meeting students' needs could also be engaged such as mental/behavioral/recovery/treatment health associates, dorm counselors, parole officers, case workers, etc.

How do I engage with JDEP and YCEP programs?

School districts and ESDs should contact not only the JDEP/YCEP programs in their area, but also their county juvenile departments and OYA Community Office for their area.

How do JDEP and YCEP programs conduct community engagement?

In addition to the students and parents, JDEP and YCEP programs should engage with their juvenile justice partner agencies, county and OYA, and community partners, such as juvenile justice advocates and non-profit providers.

NEEDS ASSESSMENT & APPLICATION

Is there a created needs assessment tool that we'll use or do we need to create our own? If we are creating our own, do you have a sample available for us to review?

[Here is the link to the Integrated Needs Assessment tool](#) developed for your use. It is referenced throughout the document. You don't need to create your own. This needs assessment covers the requirements for all 6 programs in this integration, and has key questions that must be discussed for the regional Perkins application. By request, ODE is developing a form to accompany the needs assessment tool that you can use to document what is learned through the needs assessment process. This resource will be shared in our monthly message and posted on the website once available.

Although you won't submit or upload your needs assessment results, the notes you take will be important to share with your CTE Regional Coordinator (for use with the regional Perkins application) as well as to help you summarize and respond to key questions in your Integrated Application. The Application Preview is in [Section Four](#) of the guidance and that pulls information you glean from the use of this tool for the purposes of what you need to submit to ODE.

Please feel free to use other quality tools.

What is the timing that we'll need to use to complete the needs assessment?

We recommend the fall of 2022 with target completion by the beginning of the new year. The input you receive during community engagement efforts will inform your needs assessment.

The CTE Consortia will not complete a separate needs assessment, but will glean information from member district assessments to include in their regional application for Perkins.

Is there specific data that we should be pulling and analyzing?

Information is provided in [this link of the Integrated Guidance](#). It outlines facilitation, participants, and potential data. It also has some primary questions to work through as a team or in teams when working through your data. You can preview all of the plan questions that you'll gather from your needs assessment in [Section 4](#) of the guidance. ODE will provide data visualizations in the fall directly or through ESDs to assist with this.

Will ODE be providing support for the preparation of Longitudinal Performance Growth Targets?

Applicants will need to submit draft Longitudinal Performance Growth Targets as well as draft local optional metrics to include in their applications due in March 2023. ODE will then move through a co-development process with applicants to finalize the LPGTs and local optional metrics. These metrics will then be embedded into each recipient's grant agreement, which will need to go through the board approval process. This means grant agreements, inclusive of the metrics, will need to be presented to the board with the opportunity for public comment and posted on the applicants' website as well.

There are a few resources that can be used to support applicants in drafting their LPGTs, including [Section 6](#) of the guidance, [Appendix I](#) of the guidance, the [LPGT worksheet](#), and [previously recorded sessions available on the SIA webpage](#).

When do you anticipate the application template will be developed?

We wanted to make sure that the questions that would be in the application were shared in the guidance first. Our team is working now on the Smartsheet backend to make the application happen. We don't have a time estimate but if you subscribe to our new EII newsletter, you'll receive key updates and alerts there: https://public.govdelivery.com/accounts/ORED/subscriber/new?topic_id=ORED_104

Virtual Charter: If the district does a needs assessment and is able to share the results with us, a charter school within the district, do we need to conduct another needs assessment? Also, we do not receive funds from all of the sources. How will that work as we develop our integrated plan?

As a virtual charter you are not eligible to receive SIA funds, therefore you do not need to worry about the parameters for that funding stream (which is largely what the application scenarios in Table A of the [Charter Appendix](#) is based upon). As a virtual charter you will be focused on applying for HSS and EIS funding and will need to decide if you will be applying independently or with your district for those two funding streams. If you're applying with your sponsoring district, you both would conduct the needs assessment together and in collaboration with one another. Your application would be integrated and you would decide if you want your activities and funding to be embedded in the district budget or if you want to submit a separate tiered budget planning template of just your charter activities with the district application. More information can be found on page 122 of the integrated guidance, specifically in Appendix B.

If you're applying independently, you would need to conduct your own needs assessment, but your sponsoring district could share their protocol. On page 43 of the guidance, there is a [needs assessment framework](#). We're currently working on how it might work for virtual charter and more information is to come. Virtual charters who apply independently will participate in an amended version of the integrated application and are not required to participate in everything as outlined on page 122 of the integrated guidance due to the fact that they are not eligible to receive SIA funding and therefore do not need to follow the guidance of the SIA statute.

What if, through our needs assessment and community engagement, we identify populations who need targeted support and aren't one of the identified focal populations? And what if we're in a majority minority district and our focal student groups are outperforming our white students?

The Integrated Guidance requires that applicants engage with focal student groups, identified as students of color, Emerging Bilingual students, students with disabilities, students navigating poverty, homelessness, and foster care, students recently arrived, LGBTQ2SIA+ students, migrant students, students with experience of incarceration or detention. Applicants can also name and engage with other focal student groups experiencing disparities. ODE anticipates a rule set will be adopted in May 2022 that further defines student focal groups required to be engaged as well as parameters around adding additional focal student groups.

All focal groups, even in a majority minority district should be engaged. Any additional groups the district deems appropriate to engage with may be included in engagement efforts to learn about that group's needs and interests.

Is there a crosswalk between ORIS and the Integrated Needs Assessment?

ORIS is a systems health tool designed around a discussion protocol for a school or district team of educators. It helps teams to examine, through candid dialogue, relative health of each domain by discussing the domain's indicators. The Integrated Guidance needs assessment tool is structured differently than the ORIS tool, while pulling some questions over from it, to support a process where community members could share in the discussion around the four common goals (well rounded education, equity advanced, engaged community and strengthened systems and capacity) through the process. There are several questions in the integrated needs assessment tool that are mapped closely to the required responses in the [integrated application](#). Districts can choose their own quality needs assessment tool and process but must be prepared to share results with their CTE Regional Coordinator and to respond to the required integrated application questions.

CHARTER SCHOOLS

If the district does a needs assessment and is able to share the results with us, a charter school within the district, do we need to conduct another needs assessment? Also, we do not receive funds from all of the sources. How will that work as we develop our integrated plan?

If the charter is applying with the district, the needs assessment should be comprehensive of the district and any in-district charter schools. So, the data analyzed in the needs assessment should include district and charter data and the team analyzing the data should include district and charter representatives. The integrated plan will be inclusive of all funding sources used by the district and its charters. In some cases, the Charter will provide its own Integrated Planning and Budget Template where it will outline its own strategies, activities, and budget, however not in all cases (see pages 120-121 of the [charter appendix](#)) A District Charter Program Agreement will also outline any additional details and nuances between the district and the charter.

However, if the charter applies independently (Scenario 1 on page 120), it will need to conduct its own needs assessment. If the charter needs assistance in developing a needs assessment, it can request information from the district about the needs assessment model that its district uses. Your ESD Liaison could also be a helpful resource for developing a needs assessment.

How will this work for schools that qualify for some programs and not others? Or for charter schools, how will this work with some funding streams flowing through a district sponsor and some flowing directly to the charter school?

For Charter Application Scenarios, please see page 120 of the [Integrated Guidance](#) for a table that lays out 6 different options.

You will need to choose one scenario to apply for all the funding streams in one application and plan. So if you are not eligible to apply for SIA independently and need to be sponsored by your district then you will need to apply for all the funding streams with your district. However there are still some decision points about who will be the fiscal agent for HSS

and EIS (i.e. the charter or the district). It is helpful to think about fiscal agency as separate from your formulation of integrated plan and application.

How does appendix B impact districts whose only school is a charter school?

If you are considered a Charter District under current SIA structures (the only school in your district is a charter), then there is little to no change and you will be applying like a district, please see page 120 of [the Charter Appendix](#) which indicates that you would fall under Scenario 1.

Do virtual charters have to answer all of the application questions even though not all are applicable for our two funding streams?

If a virtual charter school opts to submit their application under Scenario 5 of the charter school appendix B (page 121), they will not have to answer every application question since they are not eligible to receive all funding sources (for example: SIA). ODE will be releasing an application question template specific to those charters operating under scenario 5.

CTE & CONSORTIA

How does the Integrated Guidance impact CTE/Perkins consortia?

There are roughly four components of the Perkins Grant making process:

- Engagement and Needs Assessment
- Application
- Budget and Tiered Budgeting
- Reporting

Those components are unchanged for the CTE Consortia members.

The Integrated Guidance calls on all districts to consider the six programs in their overall school improvement efforts. Each district will conduct the engagement and needs assessment, will identify outcomes, strategies and activities, and will identify budget needs associated with those activities covering all six areas. Districts will now be conducting the engagement and needs assessment with a much wider lens of how career technical education is a strategy for improved student outcomes for all students and allowing for coherence between High School Success, Perkins CTE, and the other programs. CTE is one of the integrated strategies, it is not separate. The district integrated application is due March 2023.

The CTE/Perkins consortium application is due in June 2023. Throughout the year the CTE Regional Coordinator will partner with consortium member districts and colleges to share information and will focus during March-June to synthesize the regional identified needs and priorities. The CTE/Perkins consortium members will continue to meet throughout the year to share information and help build the Perkins Regional Basic/Reserve Grant Application.

[Here](#) is a video overview of the process for Perkins.

Are CTE/Perkins consortia creating a parallel needs assessment for the region as each district in the region completes their own?

A parallel or separate engagement and needs assessment process will not be completed at the regional level. Each district will be completing a needs assessment as described above and the information from the districts will be used to form the regional needs for the Perkins regional consortium grants. Therefore it is critical that ongoing, two-way sharing and collaboration between districts and CTE Regional Coordinators occurs

It is possible that as the regional application is developed additional engagement and/or information is needed. In that case they will collect that additional information to help move the regional priorities forward.

The consortia application is due in June. This will allow the regional consortia membership to take time to review member district and college outcomes and to ensure the regional application is complete and provides an umbrella for the region.

Would this also include the Career Pathways funding?

Secondary Career Pathways funding is not included as part of this Integrated Guidance.

How does this integrated tool affect CTE/Perkins Consortia?

CTE/Perkins consortia will still exist and thrive. The CTE regional priorities will inform a district's planning process and build coherence between High School Success, Perkins CTE, and the other programs - bringing CTE into the room to become part of the overall improvement efforts.

The CTE Consortia will still be the vehicle to provide teachers with professional learning and connection with colleagues and will be the place to develop and work on high quality CTE Programs. CTE Regional Coordinators will continue to provide the valuable leadership for secondary/postsecondary transitions, work based learning, career exploration and ongoing support for teachers across their region.

Are CTE/Perkins consortia member districts required to answer the CTE specific questions on the Integrated Application? If so, how will that information be shared with the CTE Regional Coordinator?

Yes. CTE is one of the integrated strategies being aligned to promote student success, therefore each district is required to answer questions on how CTE will be included in their improvement efforts.

The district application and needs will be shared with Regional Coordinators as regional planning inputs. We are working with the CTE team to develop this collaborative space to ensure Regional Coordinators have access to all the information they will need for planning purposes.

EQUITY

How do we engage members of our community who are resistant to staying in conversations pertaining to racial equity?

Conversations around racial equity can be challenging and are necessary. Our students have a variety of experiences, strengths, needs, and barriers that impact both academic achievement and students' sense of belonging and safety at school. Additionally, many of our students are experiencing intersectionality among multiple focal groups (i.e. experiencing poverty and disability, or a student of color and emerging bilingual). It remains necessary to acknowledge and investigate the academic disparities experienced by named focal groups and work to develop strategies to address these disparities.

While the word "equity" has become a charged and polarizing word, oftentimes the underlying issues that equity is referring to (e.g. academic disparities; mental/behavioral health for ALL students; justice and healing from historical trauma) are issues that can be agreed on or opened up. Consider how you can engage the core substance of what "equity work" refers to, while also being mindful that there are different ways of talking about and doing this work.

Can we have language to support our efforts around educational equity that address every student belonging and feeling valued?

As defined in the Oregon Equity Lens, equity is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon's schools not matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Several focal student groups are defined in the Student Success Act. [Targeted Universalism](#) is an approach that is inclusive of each and every student with focused consideration for students from identified focal student groups. Through community engagement and the needs assessment process, grant recipients will identify intended outcomes that are achieved through both universal and targeted approaches. Universal approaches are strategies that benefit all students and support achieving the outcomes identified through the integrated application process. Targeted approaches will take into consideration the specific needs and barriers of our focal populations. This is equity in action,

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each student getting the support they need to achieve outcomes that are informed by community engagement, community voice, and identified needs.

For more information:

[Introductory video to john a. powell's work on Targeted Universalism:](#)
[Targeted Universalism Section](#)

TIMELINE & REPORTING

Can you talk a bit more about the 2 year execution vs the 4 year plan? Specifically thinking about years 3 and 4.

Districts and schools will be creating four year plans covering 2023 to 2027, with two years of detailed budget execution. While executing the two year detailed budget, districts and schools will engage communities in ongoing and authentic ways that will inform planning during the next application and planning cycle. Districts and schools may consider including years 3 and 4 of the original four year plan in the next four year plan; however, there may be shifting or changing needs in the community, so districts and schools have the opportunity to pivot if needed with a two year execution cycle ([see page 6 of the Integrated Guidance for a visual of this cycle](#)).

The [integrated budget and planning template](#) also supports districts and schools in developing a four year plan through the use of the “Additional and Tiered Planning Tab.” This allows districts and schools to be more responsive to the changing needs while encouraging ongoing community engagement to identify activities for years 3 and 4.

Will there be annual reporting, or every two years?

Reporting for all six programs will be completed through a **quarterly** report submission, where recipients will detail their process and spending on outcomes, strategies and activities of their integrated plan. Additionally, an **Annual Report** submission will be required which will include narrative responses and updates on progress markers. More detailed information regarding reporting requirements is found in [Section 6: Meaningful Reporting, Monitoring, and Evaluation Processes](#).

SMALL SCHOOLS

How can we engage our focal student groups when we don't know exactly who they are and there are very few?

Engaging and supporting focal student groups is at the core of the Student Success Act, the Student Investment Account, and the Integrated Guidance. This is essential to get clear about quickly. Section 2.2 (pg 104) of the Community Engagement Toolkit has strategies and tools to support you. You may begin with the question, "Why don't I know?" to see what barriers, gaps, questions, or insights emerge that could help you unlock next steps.

Your ESD SIA Liaison or local community leaders could be helpful relational touchpoints. At-A-Glance, district report card and accountability details pages could also be very helpful for demographic information. You may consider your student information system and ask school principals and counselors for insights.

Some focal student groups may not show up in data (such as instances where it is not collected systematically – like LGBTQ2SIA+), but that does not mean they do not exist – they are still an essential part of the community.

Engaging focal student groups when the numbers are low can be a great opportunity to engage at a deeper level and build relationships. We encourage you to see this as an opportunity and to utilize the ESD, district and community resources in your area to help you.

Can we get some really good examples of community engagement for small schools with smaller sized focal groups?

At the ESD regional planning sessions in the spring, we provided a google folder and are in the process of updating the [EII website](#) to provide artifacts and examples of community engagement from the previous application cycle that are representative of schools of all sizes (small to large) and of those with smaller sized focal groups. We also discussed potential artifacts and strategies at the ESD sessions in the spring. Please check with your ESD liaison and your ODE point of contact. Additionally, the samples provided will be inclusive of ESDs across the state in order to glean ideas from other similarly-sized districts.

Another available resource is the [Community Engagement Toolkit](#). There are samples of artifacts of engagement embedded throughout the toolkit.

We have school districts that have very small number of students, below 20 ADMw. They currently are k-8 school and feed into a separate district for 9-12. They are focused on SIA only at this point. How does this factor into those types of frontier schools? For example, we have one district that does k-3, the other 4-8, and they all go to a separate district for HS.

We have continued to allow for and encourage consortias through this integrated guidance. We do have specific call out boxes (in orange) for smaller, frontier schools throughout the guidance. Additionally, the plans created should be tailored to the specific needs of the applicant, and applicants will specify how each of their funding streams is being budgeted. Schools with fewer funding streams will only plan and report on those that they receive. Please don't hesitate to reach out if you have specific questions in your context: ODE.EII@ode.oregon.gov.

Are YCEP/JDEP and charters that are eligible to apply independently considered small schools under the guidance if they are under 100 ADMw?

Yes. **YCEP** and **JDEP** sites are considered small schools under the guidance if they are under **100 ADMw**. Any small school adjustments or accommodations apply to these sites as well. However, it is important to note that **YCEP and JDEP** sites are *not eligible for floor funding under SIA*. Any **charter**, entity or applicant that is able to apply independently for the IG would qualify for the **100 ADMw** small school accommodations.

Smaller districts with 1650 ADMw or less receive additional support from their ESD through GEER funding. How will these districts be supported, and are YCEP and JDEP ADMw counts included in the district ADMw for identification?

Resources from the Governor's Emergency Education Relief Act have been allocated to provide additional administrative support and relief to Oregon's smallest districts through dedicated technical assistance dollars for each Education Service District. The focus of this effort is to provide differentiated and intensive support to small districts with limited personnel capacity,

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in moving through state or federal alignment or administrative processes. GEER funds will provide a first time limited duration position at the state to support rural schools.

[This sheet](#) shows the list of districts by region that are at or under the 1650 ADMw threshold*, meaning they are required to be supported with the additional GEER funding ESDs will be receiving through the grant amendment process.

*YCEP/JDEP ADMw are NOT included in these figures.